

# **Report of the Accreditation Re-visit to Compton Unified School District District Intern Program**

## **Professional Services Division**

**June 27, 2002**

### **Overview of this Report**

This agenda report is a follow-up on a program that received stipulations during the 2000-2001 accreditation cycle. This includes a report of the institutional responses and staff recommendations regarding both the stipulation and the change of accreditation status of the institution.

Following the recommendation by the 2001 visiting team and approval by the Committee on Accreditation (COA), an accreditation re-visit was scheduled for May 14 and 15 and 31, 2002. The re-visit was conducted by Mary H. Lewis, with Michael McKibbin as the COA Consultant for the visit.

The Compton District Staff and staff, under the direction of Dr. Patrice Sewell, Director Employment Development, prepared documents that responded to the stipulations and concerns that were presented by the original visiting team. Interviews of appropriate persons were conducted on May 14, and the team's recommendations were reported to district Personnel on May 15, 2002.

### **Staff Recommendations**

1. On the basis of the information submitted by Compton Unified School District Intern Program and the onsite review conducted by a member of the original accreditation team, staff recommends that the stipulations placed upon the institution by the Committee on Accreditation be removed.
2. Staff recommends that Committee on Accreditation change the accreditation status of Compton Unified School District Intern Program from "Accreditation with Technical Stipulations" to "Accreditation" based upon the removal of the stipulations identified below.

### **Original Team Recommendation**

- (1) The Team recommended that, based on the attached Accreditation Team Report, and the Committee on Accreditation (COA) approved the following accreditation decision for the Compton Unified School District and its credential program: **ACCREDITATION WITH A TECHNICAL STIPULATION.**

On the basis of this recommendation, the district was authorized to recommend candidates for the following Credential:

- Multiple Subject Internship Credential
- (2) The Compton Unified School District was required to provide evidence of the actions taken to respond to all of the stipulations within one year of the date of this action, to be verified by a re-visit.
  - (3) Staff recommended and the COA approved that:
    - The agency's response to the preconditions be accepted.
    - The Compton Unified School District be permitted to propose new district internship credential programs for accreditation by the Committee on Accreditation.
    - The Compton Unified School District be placed on the schedule of accreditation visits for the 2006-2007 academic year.

### **Background Information**

Compton Unified School District is an urban school district serving a diverse population of over 29,000 students. In 2001/2002 the District has hired 1,454 teachers. 614 of those hold credentials. The remaining 840 teachers are serving on intern certificates (55), pre-intern certificates (170), emergency permits or waivers.

Compton USD created its District Intern program in 1997. Since then the governing board of the district has recommended 38 teachers for Professional Clear Credentials through the District Intern Program. Currently there are forty-five program participants serving in eighteen of the district's thirty elementary and middle schools.

In 1993 Compton Unified School District was placed under state control. Dr. Randolph Ward was appointed as State Administrator in 1996. Among the programs that were initiated by the State Administrator was the District Intern Program. Since the original review, the district has been returned to local control of a superintendent and school board. Dr. Ward now serves as State Trustee.

The district also is a partner in the university internships conducted by California State University, Dominguez Hills, California State University, Long Beach and CalTeach. The district is also affiliated with Teach for America. The District is affiliated with the Hawthorne

School District and CalTeach Pre-Intern Programs and the CSU Dominguez Hills Beginning Teacher Support and Assessment Program (BTSA).

The District Intern Program is in the Human Resources and Employee Development Division. There are fifteen instructors in the District Intern Program. Ninety-four of the staff of the District has been trained as support providers. These persons provide services to the Interns and Pre-Interns, and to the BTSA and PAR participants. In addition to the Human Resources Division, the program also receives support from the Divisions of Curriculum and Instructional Support and School Operations. The Consulting University is CSU Dominguez Hills.

Instruction in the program begins with a 120 clock hour orientation prior to assuming full time responsibilities. The program offers an additional 300 clock hours of instruction during the two academic years of the program.

### **Preparation for an Accreditation Visit**

The Commission staff consultant was assigned to the school district program in 1998 and met with the program's leadership on three occasions about the accreditation visit. The meetings led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, logistical and organizational arrangements. The size of the team was determined in the Fall of 2000. The Administrator for Accreditation and the Staff Consultant selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and trained in the use of the *Accreditation Framework*. In addition, telephone and regular personal communication was maintained between the staff consultant and district representatives.

The Institutional Self-Study Report was prepared based on the Standards approved by the Commission for Multiple Subject District Intern Programs. The original document was reviewed informally by Commission staff with suggestions on document improvement provided. At the time of the revisit additional documentation was presented to the team. The documentation was specifically focused on the four standards that were less than fully met.

## **ACCREDITATION RE-VISIT TEAM REPORT**

**Institution:** Compton Unified School District  
District Intern Program

**Date:** May 14-15, 2002

**Re-visit Team Leader** Mary H. Lewis  
Los Angeles Unified School District

The institution prepared a written response (with supporting evidence) to each of the stipulations and to each specific standard where there were concerns indicating the steps that had been taken to address each of the concerns identified by the accreditation team. The response to each standard (listed above) where there was a specific concern is provided in the next section of this report.

This report is presented in the following format:

- Listing of the standard that was identified by the original team as less than fully met
- A summary of the stipulation/concerns expressed by the original team
- Findings of the re-visit team.
- Recommendation of the re-visit team

### **Documents Reviewed**

Course Syllabi

Candidate work, assignments and portfolios  
 Class Schedules  
 Advisory Committee Minutes  
 Revised Course Outlines  
 Schedule of Classes  
 Course materials and textbooks  
 Support Provider Logs  
 Follow-up of Graduates

### Interviews Conducted

District Administration	3
Course Instructors	6
Site Administration/Employers	8
First Year Interns	21
Second Year Interns	17
Support Providers	5
Advisory Committee Members	5

## **Standard 6 Program Evaluation and Development**

Original Team Finding: Standard Met Minimally with Quantitative Concerns

### Original Findings on Standard

There was evidence that the interns, site administrators, support providers and instructors participated on a regular basis in evaluation of all aspects of the program. Improvements in the program were made as a result of information gathered. The team could not find evidence of community member participation in the advisory process. Also, the team could not find evidence of a follow up survey of graduates. The program should include community members in its program evaluation process. A systematic follow up of graduates needs to be implemented.

### Findings of the re-visit team:

There was evidence of all stakeholders participating in all aspects of the program. Strong collaboration between the district and the participating CSU in supporting the various aspects of the program was apparent.

The site and district administrative representatives on the advisory committee were knowledgeable of program components and have a process in place to link with other administrators to receive input and give feedback.

The parent representative on the advisory committee was knowledgeable about the program and had a clear understanding of appropriate expectations for beginning teachers. She was able to share this with other parents and community members.

The follow-up of graduates was conducted in two phases. The first phase was a survey of employers of graduates. The survey examined the quality of the interns and their ability to effectively perform their classroom responsibilities. The survey also requested information on the effectiveness of the program and any needed improvements.

Subsequently the program developed a survey of graduates from the previous two years of the program. This survey investigates the quality of the program and needed improvements.

Recommendation of the re-visit team: STANDARD MET

## **Standard 15 Preparation for Multicultural Education**

Original Team Finding: Standard Met Minimally with Qualitative Concerns

### Original Findings on Standard

Evidence provided by interviews with principals, interns and graduates related to the adequacies of the multicultural curriculum was mixed. While diversity issues were addressed in a variety of courses and settings, the depth of understanding in this area is limited. The team could not find evidence that interns had opportunities to examine materials for bias or that they had more than a surface knowledge of culture, race, ethnicity and language. Although the interns are open and sensitive to multicultural issues, they lack multiple perspectives on diversity that are grounded in theory and research.

### Findings of the revisit team:

Interviews with course instructors, first and second year interns and support providers provide evidence that multicultural issues were integrated into the program. Instructors in courses on social studies, cognitive development, SDIAE and literacy provided explanations of the revisions that had been made in coursework to include multicultural theories and applications including opportunities to examine materials for bias. Review of course outlines and syllabi confirmed these revisions. First and second year interns were able to articulate their understanding of multicultural issues at a level of depth far greater than those expressed in the previous visit.

Support providers affirmed the ability of interns to apply multicultural concepts in their classrooms.

Recommendation of the re-visit team: STANDARD MET

## **Standard 25 Student Diagnosis, Achievement and Evaluation**

Original Team Finding: Standard Met Minimally with Qualitative Concerns

### Original Findings on Standard

Interviews with candidates and graduates provided evidence that some interns had received instruction in assessing student needs while others had not. This is an area that needs to have greater emphasis in all coursework with follow up from the support providers.

### Findings of the re-visit team:

This area that was a concern in the previous visit has been turned into a strength of this program. Interviews with instructors, support providers, first and second year interns and administrators indicate that assessment and diagnostic strategies have become important concepts of this program.

Second year interns discussed the connections between assessment of performance and the student content standards skillfully. Instructors in methods courses, literacy, and developmental courses provided numerous examples of assessments that were used in their courses.

Site administrators shared how the assessment strategies used by the interns were integrated into the overall improvement plan for the school. Administrators reported that interns frequently took the lead in introducing assessment strategies to the rest of the staff.

Recommendation of the re-visit team: STANDARD MET

## **Standard 26 Cognitive Outcomes of Teaching**

Original Team Finding: Standard Met Minimally with Qualitative Concerns

### Findings on Standard

The findings in this standard were not consistent among interns and graduates with regard to the ability to develop critical thinking and problem solving skills within students. This is an area that needs to have greater emphasis in all coursework with follow up from the support providers.

### Findings of the re-visit team:

Review of course syllabi and interviews with instructors, interns and support providers show greater emphasis on critical thinking and problem solving. Interns affirmed the emphasis on Bloom's taxonomy. The use of problem solving techniques in the cognitive development course was evident. The instructor provided several examples of how the theories of cognitive psychology were applied in day to day applications in the classroom. Support providers identified occasions when interns applied problem solving strategies in their classrooms.

Recommendation of the re-visit team: STANDARD MET



## **PROFESSIONAL COMMENTS:**

The following comments are provided for consideration of the program.

### **Commendations**

- The team would like to note increased and systematic use of the student academic content standards and frameworks in the program.
- The loyalty of interns and their interest in staying with the district was noted by the program's advisory committee and the interns themselves.
- Site administrators provided high praise for the interns and their willingness to assume leadership roles in their schools. They also noted their proactive stance in involving parents as volunteers.

### **Recommendations/Concerns**

- Although it was not the subject of this review, interviews indicated that more training of support providers would strengthen their ability to assist interns. This is particularly important in a district that has a limited pool of support providers. Additionally, the program needs to insure that all first year interns are provided a support provider early in the first year of the program.
- Second year interns expressed concern that district commitment to the program was not as great as it was last year. An example cited was discontinuing the use of consultants on the instructional staff. The interns stated that the prior use of consultants deepened and broadened the perspective offered in the program.
- The district intern and university intern programs along with other teacher development programs are critically important in increasing the number of credentialed teachers in the district. This program appears to be in a time of great transition. It can only reach its potential if there is a commitment to its success at every level within the district.